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ABSTRACT

This report documents the findings related to Objective 2 of the Schools and Neighborhoods Research Study. The task was to identify community services provided by the neighborhood school. The study staff reviewed the existing facilities use information from the Seattle Public Schools. Results from the Facilities Utilization Study Survey and the Schools and Neighborhoods Study Survey were also examined. Because of the existence of an excellent intergovernmental and community outreach effort in the school district (School Program Involving our City's Elderly--SPICE), an analysis of this program is included. This report is in three chapters. The first contains an examination of building use records to ascertain the extent of community use of school facilities. The second includes an analysis of recent survey data gathered by the Seattle Public Schools Facilities Utilization Study. The third chapter includes a brief description of the SPICE program. (Author)

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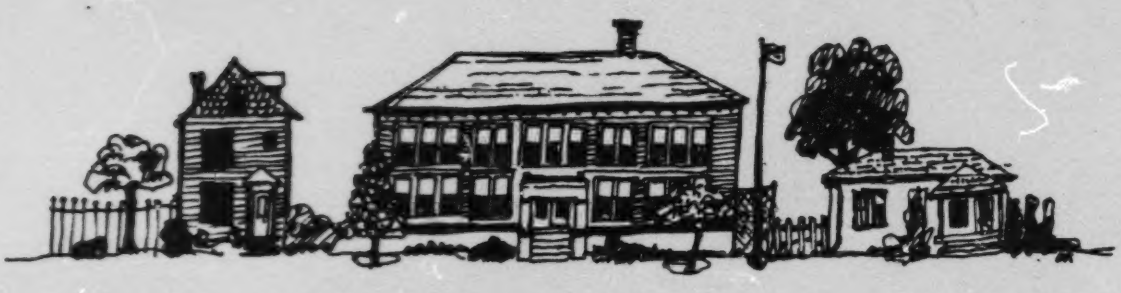

SCHOOLS AND NEIGHBORHOODS RESEARCH STUDY

School Building Use Study

CITY OF SEATTLE and
SEATTLE PUBLIC SCHOOLS

EA 009 187

NATIONAL INSTITUTE OF EDUCATION PROJECT NO. NIE-G-75-0026

SCHOOLS AND NEIGHBORHOODS RESEARCH STUDY

SCHOOL BUILDING USE STUDY

PREPARED FOR:

SEATTLE SCHOOL DISTRICT
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INTRODUCTION

This report documents the findings related to Objective 2 of the Schools and Neighborhoods Research Study (NIE Study). The task was to identify community services provided by the neighborhood school.

The Study staff reviewed the existing facilities use information from the Seattle Public Schools. Results from the Facilities Utilization Study Survey and the Schools and Neighborhoods Study Survey were also examined. Because of the existence of an excellent intergovernmental and community outreach effort in the School District (School Program Involving our City's Elderly - S.P.I.C.E.), an analysis of this program is included.

This report will be in three chapters. The first contains an examination of building use records to ascertain the extent of community use of school facilities. The second includes an analysis of recent survey data gathered by the Seattle Public Schools Facilities Utilization Study. The third chapter will include a brief description of the S.P.I.C.E. program.

CHAPTER I

COMMUNITY USE OF SCHOOL FACILITIES

The Seattle School District has produced semi-annual and annual building use reports for a number of years. The completeness of the reports vary with only the most recent years containing building use information for each school. Reports from earlier years, 1961 to 1966, contain total districtwide data and are, as a consequence, less useful for the purposes of the NIE Study. In all cases the relevant building use information was obtained from the Facilities Department of the Seattle Public Schools.

Over the fifteen year period for which building use information is available, there have been several changes in reporting procedures. These reporting changes caused a certain amount of noncomparability in looking at the different types of community school facility uses over time.

Community Activities Which Take Place in the Schools

Although school buildings are used for purposes other than instruction during the school day (i.e., parent meetings, conferences) this analysis will be confined to community uses which require the issuance of building use permits. By looking at the permit authorized uses it will be possible to draw an extended picture over a period of time utilizing fairly comparable data.

A list of School District approved activities for which use permits are issued is reproduced below.[1]

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[1]Seattle School District No. 1, Seattle Public Schools Rules and Regulations For Use of School Buildings and Grounds by the Community, Seattle, Wa., September, 1974.

Group I Activities: Fund raising or admission charges not permitted - meetings must be open to all interested participants.

1. PTSA meetings
2. PTSA sponsored events (dances)
3. Parent orientation meetings
4. Citizens' advisory council meetings
5. Class reunions
6. Youth oriented character building organizations - examples include Boy Scouts, Campfire Girls, YMCA, YWCA, etc.
7. Community organized bands, choral groups, drum and bugle corps
8. Organized senior citizens groups
9. Student groups with local school affiliation
10. School District employee groups
11. Federal, state, municipal agencies (to hold meetings of local community interest)
12. Federal, state and municipal elections
13. Community clubs

Group II Activities: Admission charges allowed only to cover cost of program and building use.

1. PTSA fund raising events
2. All Group I activities which restrict participation in any way
3. Community night school
4. Any Group I activity assessing an admissions charge to cover their costs

Group III Activities: Admission charges allowed to cover cost of program and building use. Fund raising events permitted if organization has obtained a City of Seattle Charitable Solicitation Permit.

1. Religious organization
2. Political organization
3. Federal - state - municipal agencies (for business oriented activities)
4. Preschool and day care programs
5. Universities, community colleges
6. Fraternal organizations

Parks Department Programs

The City of Seattle Parks Department uses certain school facilities for recreation programs. In some instances the Parks Department actually has a facility located at a school complex. Additionally, school playgrounds are used extensively both for formal organized activities, (softball leagues), and as neighborhood playgrounds.

The above inventory contains most of the major noninstructional community uses of school facilities. There is one other major use, the S.P.I.C.E. program,

which will be discussed in Chapter III of this report. Briefly, the S.P.I.C.E. program involves using school facilities as focal points for the delivery of a range of social services to the City's elderly.

Districtwide Community Use of School Facilities

In the following analyses the focus will be on the ten year period from school year 1966-67 through school year 1975-76. Table 1 displays summary data on community use of school facilities for the School District as a whole over the ten year period.

TABLE 1

COMMUNITY USES OF SCHOOL FACILITIES
FOR SCHOOL YEARS 1966 TO 1975

	'66-67	'67-68	'68-69	'69-70	'70-71	'71-72	'72-73	'73-74	'74-75	'75-76
Total no. of community uses	17,092	19,218	24,947	29,236	30,492	36,486	35,996	23,231	27,858	24,321

It is noted that there was a dramatic increase in the total number of community uses of all types between 1966-67 and 1971-72. Conversely, there was a decline in the total number of uses between 1972-73 and 1975-76. There was a drop of 12,765 community uses between school year 1972-73 and school year 1973-74. Because this was a considerable decline, further analysis was undertaken to identify possible causes.

First, was the demise of the Area Citizen School Advisory Committees, which had originated with the creation of the Central Area School Council in 1969. These committees were very active during the controversy over School District bussing. The furious activity of these Councils, whose meetings were held in schools, and their dissolution accounts for some of the drop between school year 1972-73 and 1973-74.

A second, related, cause involves curtailment of building availability by principals after the failure of the school levy in 1975. A number of principals

were contacted. Though not a widespread practice, some said they had cut back on the use of the school by the community to make the public aware of the consequences of the levy failure. This ma have made the building navailable for some group I activities previously held in the schools. The Seattle Public Schools Facilities Department confirmed that such a practice has occurred in some schools. The Department further indicated that it has not been an official policy of the School District to cut back on community access to school facilities for the purposes stated by the principals contacted.

A third probable cause of the drop in use between 1973 and 1974 was the changeover in record keeping procedures on the part of the facilities department. In school year 1973-74 the office which handles building use records began to keep much more precise statistical data. This was a result of the new regulations governing community use of school buildings. Prior to this time the record keeping had been less precise and on some occasions data contained in reports was based upon estimates.

Overall, it is evident that the community has made increasing use of school facilities since the 1966-67 school year. If the total number of School District facilities (129) is divided into the total number of uses (17,092) in school year 1966-67, the average number of separate uses per facility is approximately 132. This figure had risen to an average of 282 uses of each school facility by school year 1971-72. (See Table 2) Use has leveled off to approximately 200 per year since 1973.

TABLE 2

AVERAGE NUMBER OF COMMUNITY USES PER SCHOOL FACILITY
FOR SCHOOL YEARS 1966 TO 1975 *

	'66-67	'67-68	'68-69	'69-70	'70-71	'71-72	'72-73	'73-74	'74-75	'75-76
Ave. no. of community uses per school	132	149	193	227	236	283	279	180	216	188

*The average number of uses was calculated by dividing total yearly use (Table 1) by the total number of School District facilities in 1975-76 (129). The 1975-76 number was used because it represents the most recent available count.

A detailed analysis of total community uses by user category is listed in Table 3. The table includes a breakdown for school years 1973 through 1976. These are the years for which new community use regulations established by the School District have been in effect. Prior to 1973 total use was broken down only to show paid use, free use, free federal use and paid federal use.

TABLE 3

COMMUNITY USE OF SCHOOL FACILITIES BY SEPARATE USE CATEGORIES
FOR SCHOOL YEARS 1973 TO 1975

School Year	Use Categories*					
	Group I	Limited Fund	Group III	Park Dept.	Playground	Total Uses
'73-74	6,387	758	2,103	8,887	5,096	23,231
'74-75	8,566	1,133	2,752	9,671	5,736	27,858
'75-76	7,811	2,080	3,098	7,505	3,827	24,321

*For a complete listing of activities by group see page 5.

Table 3 indicates that the largest number of uses involves Group I and Park Department activities. This is expected in that Group I users encompass a large number of possible community groups. Likewise, the Parks Department, because of joint use of certain school facilities and a joint policy agreement giving the Parks Department number one priority in use of the facilities, would be expected to account for a large amount of noninstructional building use.

The drop in Group I, Playground and Park Department use between 1974-75 and 1975-76 is probably due to the levy loss. Whether this fully accounts for the drop is an open question.

Analysis of Building Use Data for Selected Elementary Schools

In the preceding section of this report there was an examination of community use of school facilities on a districtwide basis. In this section the focus is on community use of selected elementary schools. Patterns of use before and after

school closure will provide insight into possible effects of closure on building use.

A note of caution is in order. School closure in Seattle has not resulted in a situation in which the closed facilities are boarded up, demolished, or otherwise remain unused. The closed facilities have ceased to be neighborhood schools, but the buildings have been in continuous use for a variety of other programs since closure. Because the regular school program was no longer housed in the building, community use of the facility may have been enhanced.

The elementary schools selected for the analysis are the closure and control schools defined by the Schools and Neighborhoods Study staff and used as the focus of analysis in other parts of the Study. The closure schools include Mann, Georgetown and Interlake.[2] Decatur Elementary School is included because it was threatened with closure in 1974. Control schools include those which were matched with the closed schools on the basis of similar surrounding neighborhood characteristics. This group of schools includes Concord, Allen and Maple Leaf. Both Minor and Leschi were used as contol schools for Mann.

In the analysis which follows, the data for Park Department, Group I, and total use are included. Although there is some difficulty with reporting consistency before and after 1973, Park Department reporting did not change substantially nor did reporting of activities classified as Group I.[3]

It would have been preferable to break down the Group I uses for analysis, comparing closure/control pairs for each of the separate Group I use activities listed on page 3. This analysis would have provided greater insight into the type and frequency of different user groups. Because of the manner in which building use data is collected and reported it was not possible to analyze the data in this manner.

Table 4 displays total building use data for closure and control pairs of

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[2]Summit, which was closed in 1965, is not included because data on its use was not kept between 1965 and 1973.

[3]Before 1973, the major reporting category similar to the present Group I category was labeled "Free Uses."

schools.

TABLE 4

COMMUNITY USE OF SELECTED ELEMENTARY SCHOOL FACILITIES
FOR SCHOOL YEARS 1966 TO 1975

School	'66-67	'67-68	'68-69	'69-70	'70-71	'71-72	'72-73	'73-74	'74-75	'75-76
						←Closure as elementary school				
Interlake*	11	8	11	7	20	33	86	115	43	120
Allen**	156	174	131	158	173	113	114	188	162	74
Georgetown*	33	19	53	144	155	348	326	306	354	596
Concord**	10	9	data not avail.	30	170	284	189	267	135	22
							Threatened closure→			
Decatur*	34	95	379	263	257	415	497	135	249	266
Maple Leaf**	210	108	234	264	254	213	504	193	305	158
			←Closure as elementary school							
Mann*	243	191	266	249	318	661	312	885	175	84
Minor**	274	243	135	210	374	131	32	3	138	40
Leschi**	475	246	112	194	191	217	376	6	101	87

*Closure or threatened closure
**Control

When a school building becomes available to the community, closure of an elementary school has resulted in increased rather than decreasing community use. In the case of Interlake it is noted that the total number of community uses of Interlake School increased substantially following closure of the school. This is also the case for Georgetown and Mann. In the case of Mann, however, because of the lack of data prior to closure there is insufficient information to say whether or not the increase had begun prior to the closure. The pattern in Decatur is too variable to discern a definite trend.

The increase in community use following closure is further highlighted by

looking at the data in another way. The results of using the year just prior to school closure as a base year and calculating the percent change in community use of schools from the base year to each of the two years following closure is displayed in Table 5.

TABLE 5

PERCENT CHANGE IN USE OF SCHOOLS

School	% Change Base Year to First Year After Closure	% Change Base Year to Second Year After Closure
Interlake*	+39	+76
Allen**	-34	-34
Georgetown*	+55	+52
Concord**	+40	+10
Mann*	+28	+23
Minor**	-44	-13
Leschi**	-54	-21
Decatur*	+46	+40
Maple Leaf**	+37	-18

*Closure or threatened closure
**Control

Clearly, the pattern reveals an increase in community use of facilities following the closure of Interlake, Georgetown and Mann both in absolute terms and in comparison with the matched control schools. The same pattern is noted for the school threatened by closure, Decatur.

In order to document the pattern of increased use the Schools and Neighborhoods Study staff contacted the School District Facilities Planner, School District Facilities staff and community persons for further information. The picture which emerges is one in which school closure was followed by increased use of the facilities by a wide spectrum of users.

In Georgetown Project Interchange, an alternative school, has been in the main school building since closure. The Georgetown Annex was leased to the City of Seattle which in turn leased the facility to the Georgetown Community Council

for use as a multi-service center.

In the case of the Mann school the Central Seattle Community Council Federation moved in following closure and used the building daily. There were a number of federally funded dropout prevention programs housed in the building. Additionally, the Garfield High School arts program was set up in Mann.

Much the same pattern was seen in Interlake School. Lincoln High School utilized the Interlake building as an annex. High school PTSA and other parent groups met in the school. The Associated Bus Company and a religious group also held meetings in the school, and alternative and dropout prevention programs also found a temporary home at Interlake.

Although a number of the new tenants in the closure schools were more or less permanent and were issued continuing use permits by the Facilities Department each day of use was counted separately. Therefore if a group was located at Mann for the school year the statistics compiled by the School District would indicate approximately 180 separate uses. This accounts for a large part of the statistical increase in use following closure.

There is another way to look at the data. The previous analysis has shown that school closure is associated with an increase in community use of the closed facilities. However, if we examine the pattern for Group I uses only, a different picture emerges. Table 6, on the following page, displays this data.

It is evident that in the case of Georgetown and Mann there was a drop in the amount of Group I use following closure of the schools. Interlake does not follow this pattern, showing an increase in the number of Group I uses following closure. It is likely that the difference between Interlake and Georgetown/Mann can be attributed to Interlake's use, following closure, as an annex to Lincoln High School. Because of this Interlake may simply have continued in use as a meeting place for PTSA and other community groups with the group affiliation Lincoln rather than Interlake.

Group I uses have a direct relationship to the elementary school as an important facility in the community. Group I users are, to a large extent, those persons who have children in the local elementary school or live in the immediate

TABLE 6

TOTAL GROUP I USES FOR SELECTED CLOSURE/CONTROL GROUPINGS

School	'66-67	'67-68	'68-69	'69-70	'70-71	'71-72	'72-73	'73-74	'74-75	'75-76
						Closure as elementary school				
Interlake	11	8	1	1	0	26	77	2	2	96
Allen	156	174	129	119	129	97	104	188	162	74
Georgetown	32	19	43	4	87	0	0	0	103	344
Concord	10	9		21	10	42	38	1	14	8
						Threatened closure				
Decatur	34	84	220	109	97	77	36	1	22	141
Maple Leaf	210	108	48	73	81	49	126	114	167	125
			Closure as elementary school							
Mann	41	45	2	0	112	77	6	0	3	84
Minor	12	77	22	25	53	81	26	2	138	40
Leschi	175	205	47	162	129	106	49	3	87	78

See page 3 for a detailed list of activities.

school neighborhood. The drop in Group I uses for Georgetown and Mann suggest that when a school's regular program is terminated a number of community persons will no longer use that facility for after school use. Those persons who were active in school related organizations will travel to their children's new school to attend PTSA and other related functions.

These findings suggest that in planning future elementary school closures consideration should be given to the facilities in a neighborhood available for community use.

Other data show that there is an existing community demand for facilities.[4]

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[4]Seattle School District No. 1, Facilities Utilization Study, "Attitudes of School Principals and PTSA Presidents Towards Non-Educational Use of School Buildings"; "Renting Space in Seattle Public Schools: A Survey of Community Organizations," Seattle, Wa., n.d.

Previous closures have served to free buildings to meet communities' needs for space. Therefore closure of a school in a neighborhood which has very little available space should be coupled with the availability of that school for general community use following closure. To retire the school from service by boarding up the facility or razing it would only deprive the neighborhood of valuable space in which to serve community needs.

CHAPTER II

COMMUNITY EXPECTATIONS AND USE OF SCHOOL FACILITIES

Two community surveys were conducted in the spring of 1976 by the Seattle Public Schools Facilities Utilization Study (FUS)[5] and the Schools and Neighborhoods Research Study.

In each of the surveys there were specific questions related to community use of school facilities. In the FUS survey the respondents were drawn from a sample of parents whose children attend the Seattle Public Schools and a separate sample of adults who did not. These respondents were asked if in the past year anyone in their household had attended a meeting or other activity held in a public school building. The results are displayed in Table 7.

TABLE 7

ATTENDANCE OF PARENTS AND VOTERS AT MEETINGS
HELD IN A PUBLIC SCHOOL BUILDING, 1975-76

	Respondents Attended Meetings		Respondents Did Not Attend Meetings	
	Number	Percent	Number	Percent
Parents	195	58.7	137	41.3
Voters	44	20.7	169	79.3
Total	239	43.9	306	56.1

These results indicate that, overall, 43.9% of the respondents indicated that they had attended some sort of activity in a public school. The percentage response

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[5]Seattle School District No. 1, Facilities Utilization Study, "A Survey of Citizen Priorities," Seattle, Wa., n.d.

for parents (58.7%) was, of course, much higher than for those without children in the public schools (20.7%). Still the fact that almost 45% of the responding group had utilized a public school facility to attend some function underscores the previous conclusion that there is a community based need for facilities in which to conduct meetings.

In the other study, survey respondents were selected from the population residing within each of the closure/control neighborhoods previously discussed. An additional sample was drawn comprised of persons who had resided in a closure neighborhood at the time of closure and had, following closure, moved to another neighborhood in Seattle. This so-called "tracked" sample had children enrolled in the Seattle Public Schools both at the time of closure and following their move to a new Seattle neighborhood.

For the purposes of this analysis, the following three questions are of interest:

1. Do people in closure neighborhoods attend fewer meetings in the local schools than people in the control neighborhoods?
2. How important is the neighborhood school as a neighborhood meeting place?
3. Do people think that public schools should be used for functions other than education; if so, for what functions should the public schools be used?

Survey results indicated there were no quantitative differences between closure and control neighborhoods in their meeting attendance patterns (See Table 8). However, significantly more respondents from the tracked sample attended meetings than did either the closure or control neighborhood respondents. Perhaps even more important was the finding that a higher percentage of the total tracked sample attended meetings at a neighborhood school than did those residents of a closure neighborhood who had children of a similar age group. This result indicates that residents who left a neighborhood after closure were more involved in school affairs than those who remained.

In response to the questions related to the school as a neighborhood meeting place, more control than closure respondents felt the school was important. Of persons interviewed 41.5% of the control group as compared to 28.4% of the closure group reported that they attend meetings at some place in their neighborhood.

TABLE 8

PERCENTAGE OF POPULATION
ATTENDING VARIOUS COMMUNITY MEETINGS*

	CLOSURE	CONTROL	TRACKED	CLOSURES WITH CHILDREN
PTSA	10.2%	9.9%	42.6%	18.4%
School Related Social or Fund Raising Activities	8.6	6.8	29.5	12.3
Citizens' Advisory Councils, Community Groups	5.1	4.6	3.3	15.0
Scouts, Campfire Girls, Youth Groups	0.9	1.5	11.5	12.2
Adult Education/ Night School	0.3	0.4	1.6	6.8
Park Dept., Recreational Activities	3.0	3.1	13.1	15.0
Pre-School, Day Care	0.4	0	0	0.7
Religious, Political Organizations	0.4	1.1	0	2.7
Other Educational	4.5	4.3	14.8	2.0
Other Meetings	4.8	8.3	8.2	7.5
	n=528	n=282	n=61	n=147

*Source - Schools and Neighborhoods Research Study Neighborhood Survey.

When respondents were asked to identify the single most important meeting place in the neighborhood 7.9% of the control respondents indicated a public school as opposed to 2.9% of the closure respondents.

The results displayed in Table 9 indicate that the neighborhood school is not the single most important place for neighborhood residents to meet or get together. The potential which neighborhood schools have for use as focal points for neighborhood activities has only begun to be realized. This is all the more evident in light of the responses to the third question.

TABLE 9

MOST IMPORTANT PLACES
IN NEIGHBORHOOD FOR MEETINGS OR GETTING TOGETHER

MEETING PLACE	CLOSURE	CONTROL
CHURCH	31.7%	22.5%
PUBLIC SCHOOL	2.9	7.9
OTHER SCHOOL	8.7	6.3
SHOPPING AREA	1.9	2.2
BAR/RESTAURANT	14.1	13.6
PARK/RECREATION CENTER/CLUB	20.1	32.8
OTHER	20.5	14.7
	n=528	n=282

When asked if public schools should be used for other activities besides educating children a high percentage of closure, control and tracked sample respondents replied in the affirmative (Table 10). The respondents were also asked to categorize what the other activities were. The results of this categorization are displayed on Table 11.

From the responses to the three research questions it seems that there is about equal school building use by closure and control respondents, but the closure group makes use of school facilities outside of the closure neighborhood. Although

TABLE 10

SHOULD PUBLIC SCHOOLS BE USED
FOR OTHER ACTIVITIES BESIDES EDUCATING CHILDREN?

	Matched Closures	Matched Controls	Tracked
Yes	74.4%	74.7%	61.5%
No	25.6	25.3	38.5
	n=528	n=282	n=61

TABLE 11

FOR WHAT OTHER ACTIVITIES
SHOULD PUBLIC SCHOOLS BE USED?*

	Closure and Control	Tracked
PTSA	22.0%	19.7%
School Related or Fund Raising	9.5	3.3
Citizens Advisory Councils, Community Groups	22.6	16.4
Scouts, Campfire Girls, Youth Groups	9.6	8.2
Adult Education/ Night School	10.9	8.2
Park Department/ Recreational Activities	14.0	19.7
Pre-School, Day Care	2.6	3.3
Religious, Political	4.5	0
Other Educational	6.5	9.8
Other Meetings	0.5	0
	n=810	n=61

*In the survey this was an open ended question. Therefore the response percentages are lower than if each respondent had been asked activity by activity if they thought the items were appropriate to take place in a public school.

about 75% of both closure and control respondents think that the public schools should be used for noneducational use, only a small percentage of those respondents indicated that the neighborhood school was presently an important focal point for neighborhood meetings and get-togethers.

A continuing demand for school space for noneducational uses is substantiated by two additional surveys carried out by the Seattle Public Schools Facilities Utilization Study. The purpose of the surveys was to sample the opinion of school principals, PTSA presidents and selected community organizations in relation to noneducational use of space in open and future closed elementary schools.

The survey findings revealed that "Principals and PTSA presidents overwhelmingly supported the idea of allowing noneducational groups to use school facilities during school hours." In addition, there was generally strong citizen support for noneducational activities within schools in order to more fully use these buildings.

Existing community organizations were surveyed to determine if they were interested in renting space in a presently open elementary school and/or a closed school building. There was a "surprisingly high degree of interest" on the part of the organizations in renting space in the Seattle Public Schools. The Facilities Utilization Study staff calculated the amount of space needed by all organizations who indicated an interest in renting space. The space needed was approximately equal to eleven average size elementary schools.

Also calculated were possible revenues which could be generated from rental charges. The figure obtained was approximately $375,000. Estimating the cost saving of closing an average elementary school at $70,000, the possible revenue of $375,000 would equal the anticipated savings of closing five elementary schools.

There is evidence to indicate that the community supports the use of schools for extra-educational use. Both in their expectations and in their actual use pattern Seattle residents have shown this support. The future closure of a large number of public schools without consideration of the school's role as a meeting place for a sizable number of activities would be unwise.

In future closure situations consideration should be given to a number of factors: the existence within the potential closure neighborhood of alternate facilities, the existence of strong support for community use of existing buildings on a shared use basis, and the documented existence of a large public demand for space in presently open and potentially closed school buildings. Equally important are the revenues which might be derived from shared use prior to closure.

CHAPTER III

S.P.I.C.E. PROGRAM

Although the original task established in Objective 2 of the Schools and Neighborhoods Research Study Proposal has been fulfilled in Chapters I and II of this paper, the Study staff felt that the S.P.I.C.E. Program (School Program Involving our City's Elderly), was sufficiently relevant to the issue of community use of school facilities to be discussed separately. Because the S.P.I.C.E. Program involves an intergovernmental arrangement between the City of Seattle and Seattle School District which works quite well there is additional interest in describing what may be a model for future City/School District efforts in bringing the community into the schools.

The S.P.I.C.E. Program represents a joint effort by the City and the District to help meet the critical daily needs of Seattle's senior citizens. The Program provides a comprehensive set of services aimed at preventing premature institutionalization and a structure which offers increased opportunities for socilization.

While S.P.I.C.E. is administered by the School District, the program is funded entirely by the City, through the Department of Human Resources, Division on Aging. The high degree of intergovernmental cooperation required by this structure, when properly managed, facilitates establishment of channels which further increases City-District coordination. By using this approach, there has been no need to establish a new bureaucracy or to create new facilities, and services have been provided at a significantly lower cost to the public.

S.P.I.C.E. was initiated in October 1974 at the request of Seattle Mayor Wes Uhlman in an effort to supplement services provided by the Federal Nutrition Project. The six King County Nutrition Project locations had long since reached

capacity, and were being forced to turn away increasing numbers of eligible persons.

S.P.I.C.E. Program sites were selected using the following criteria:

1. Concentration of senior citizens in the surrounding neighborhood or community.
2. Proximity of the school site to public transportation.
3. The appropriateness of the particular school for housing the S.P.I.C.E. Program.
4. Community [illegible] for, and interest in, the S.P.I.C.E. Program.

S.P.I.C.E. began with daily lunches at twelve elementary schools. By the end of the 1974-75 school year, it had become apparent that additional resources would be necessary to establish a successful program. Lack of staff support, use of children's lunches and lack of separate lunch hours for participants all contributed to low attendance at several schools, forcing the reduction of program sites to six schools.

At this time, the program was radically restructured for the 1975-76 program year. Central administration of the meal program was transferred from the City of Seattle to Seattle Public Schools, along with responsibility for coordination of added recreation and health components. With the addition of HUD Community Development Block Grant funds and a special CETA allocation from the City, the program began its second year with several changes. S.P.I.C.E. lunches were specially prepared and designed to meet federal nutrition guidelines for the elderly. Private lunch times were scheduled to provide a quiet atmosphere. Full time site coordinators were employed to coordinate the program at each location and to do outreach. A separate activity room at each school was set aside to serve as a daily Senior Center with activities provided by the site coordinators. A weekly recreation program was provided by the Parks Department, and weekly health clinics were established at each location staffed by nurses from the Seattle-King County Department of Public Health. The participants were offered opportunities to do volunteer work in the public schools. Volunteers have served as classroom aides, library assistants and resource persons. Educational experiences such as guest speakers and lecturers have also been provided.

Because of these changes in the program, S.P.I.C.E. participation more than

tripled within a few months. The S.P.I.C.E. Program has increased the number of clients served since its beginning in October of 1974. During the 1974-75 program year there were fifteen sites in use for varying periods of time per week. For the year beginning September 1974 and ending June 1975 the average daily attendance at the fifteen sites was 121 participants per day. Data for the period September 1975 to January 1976 show the average daily attendance to have risen dramatically to 203 participants per day even though the number of program sites was reduced to six. These data are graphically displayed in Table 12 and 13.

The S.P.I.C.E. Program is an excellent example of viable intergovernmental cooperation between the School District and the City of Seattle. Additionally, community involvement in the S.P.I.C.E. Program has been increasing over the past two years and stands as a model for alternative use of school facilities.

TABLE 12

AVERAGE DAILY ATTENDANCE SPICE
1974-75 Program

	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Adams	14	20	20	16	20	18	18	20	17
Beacon Hill[1]	24	-	-	12	-	-	-	-	-
Brighton	3	6	7	3	1	-	-	-	-
Broadview	7	7	5	2	2	1	-	-	-
Day	5	6	6	4	1	-	-	-	-
High Point	6	2	2	(0)	1	1	-	-	-
Jefferson	18	19	16	15	18	23	20	16	17
Lake City	22	21	20	16	19	18	17	17	20
Lowell	10	7	6	6	6	7	7	4	5
McDonald	6	5	3	3	1	-	-	-	-
Oak Lake	8	4	6	3	1	-	-	-	-
Roxhill	12	10	9	12	14	15	11	10	7
UCC[1]	-	30	23	39	-	38	-	-	-
Center Park[2]	-	-	-	47	-	-	-	34	-
Whittier[3]	-	-	-	-	27	14	9	12	14
Total	135	137	123	178	111	135	82	113	80

1 University Christian Church. Operated only two days per week.
2 Operated only once a week.
3 Operated three days per week.

TABLE 13

AVERAGE DAILY ATTENDANCE SPICE
1975-76 Program

	Sept.	Oct.	Nov.	Dec.	Jan.
Adams	31.1	33.9	43.2	36.1	37.6
Dunlap	30.5	35.5	40.3	35.0	36.4
Jefferson	31.5	45.0	48.3	39.1	47.5
Lake City	42.3	47.8	50.2	43.1	44.9
Whittier	9.5	22.3	28.5	28.0	30.3
Wilson	11.1	20.3	24.1	21.3	25.8
Total	156.0	204.8	234.6	202.6	222.5